

Reach Out and Read: Why we do what we do

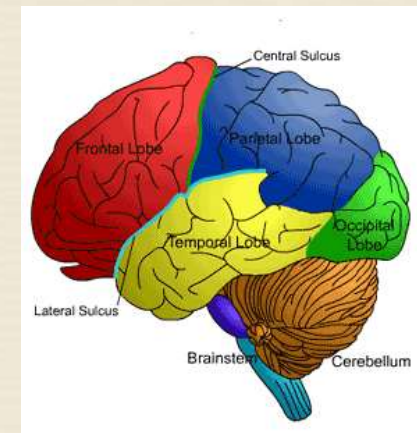
Amy Shriver MD, FAAP

Medical Director Reach Out and Read Iowa
Adjunct Professor of Pediatrics, U of Iowa
General Pediatrician
Blank Children's Hospital
Des Moines, Iowa



Objectives

- Conceptualization of three-part model
- Why Reach Out and Read works well with Rural Health Clinics
- Reach Out and Read “passion topics”
- How Reach out and read helps
 - Children
 - Parents / caregivers
 - Providers



What is Reach Out and Read?

- An evidence-based nonprofit organization of medical providers who promote early literacy and school readiness in exam rooms nationwide by giving new books to children and advice to parents about the importance of reading aloud.



What is Reach Out and Read?:

3 Part Model

Advise: Encourage parents to read aloud daily and offer age-appropriate advice

Books: From 6 months through 5 years, clinicians give children a new, developmentally appropriate book at well child visits

Environment: The practice is made into a literacy-rich environment with posters, gently used books, library information and volunteer readers where feasible



What is Reach Out and Read?: Nationally recognized and endorsed



LIBRARY OF
CONGRESS

2013 David M. Rubenstein Prize
Winner



What is Reach Out and Read?: 2014 Clinton Global Initiative Partnerships



What is Reach Out and Read?: New AAP Policy



Literacy Promotion: An Essential Component of Primary Care
Pediatric Practice

COUNCIL ON EARLY CHILDHOOD

Pediatrics

originally published online June 23, 2014;
DOI: 10.1542/peds.2014-1384

What is Reach Out and Read?: Literacy Partners

American Academy of Family Physicians (AAFP)

American Academy of Pediatrics (AAP)

American Booksellers Association (ABA)

American Library Association (ALA)

America's Promise Alliance

Association of American Publishers (AAP)

Attendance Works

Sesame Workshop (Talk, Listen, Connect)

Massachusetts Department of Early Education and Care (EEC)

EVERYBODY WINS!

First Book

International Reading Association (IRA)

Joining Forces

Military Child Education Coalition (MCEC)

National Association for the Education of Young Children
(NAEYC)

National Association of Nurse Practitioners (NAPNAP)

National Center for Family Literacy (NCFL)

National Military Family Association

Raising Readers

Reading Is Fundamental (RIF)

Reading Rockets

ServiceNation

Smart Start and the North Carolina Partnership for Children, Inc.

U.S. Department of Education, Fund for the Improvement of
Education (FIE)

United Through Reading

United We Serve

Washington State Department of Early Learning

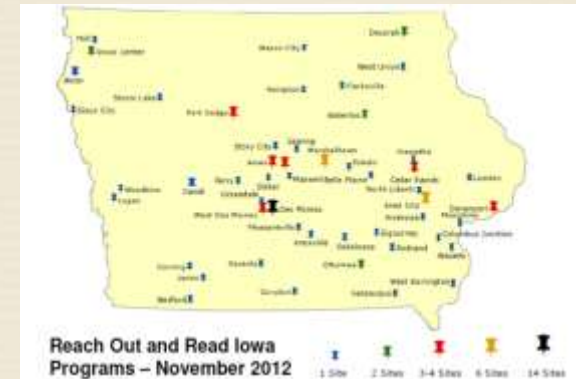
ZERO TO THREE

What is Reach Out and Read?:

Who we serve

- National organization
- 4.2 million children served
- All 50 states (including Iowa!)
- Over 5000 sites
- Over 6.5 million books/year to kids
 - See attachment
 - Reach Out and Read Iowa:

<http://www.reachoutandreadiowa.org/>



Reach Out and Read: Why the model is effective

Child Health Care Providers:

- Have **early** and **nearly universal** access to parents and children
- Have **repeated one-on-one** contact with families
- Provide **trusted guidance** about children's development and well-being
- Serve as an important **source of information and support**



Reach Out and Read:

Works well with rural health providers

- Mission of RHC:
 - Encourage and stabilize the provision of *outpatient primary care* in underserved rural areas through the use of physicians, PAs, NPs, and CNMs.
- RHC providers:
 - Often work with underserved children
 - Work with the whole family unit
 - Have a deep understanding of social and environmental determinants of health including literacy issues, school readiness, and poverty
 - Have connections with community-based resources for families



A New Paradigm of Child Health

As understanding of the mechanisms and impact of biological, behavioral, cultural, social, and physical environments on healthy development deepens and expands, the long-standing role of [providers] in promoting the physical, mental, and social health and well-being of all children must also evolve.

Conceptualizing ROR: A Public Health Intervention



ROR—What a feeling!

Passion Topics

- Brain development
- Parent/child relationship
- Cognitive/Language development
- Poverty
- School readiness



Brain Development



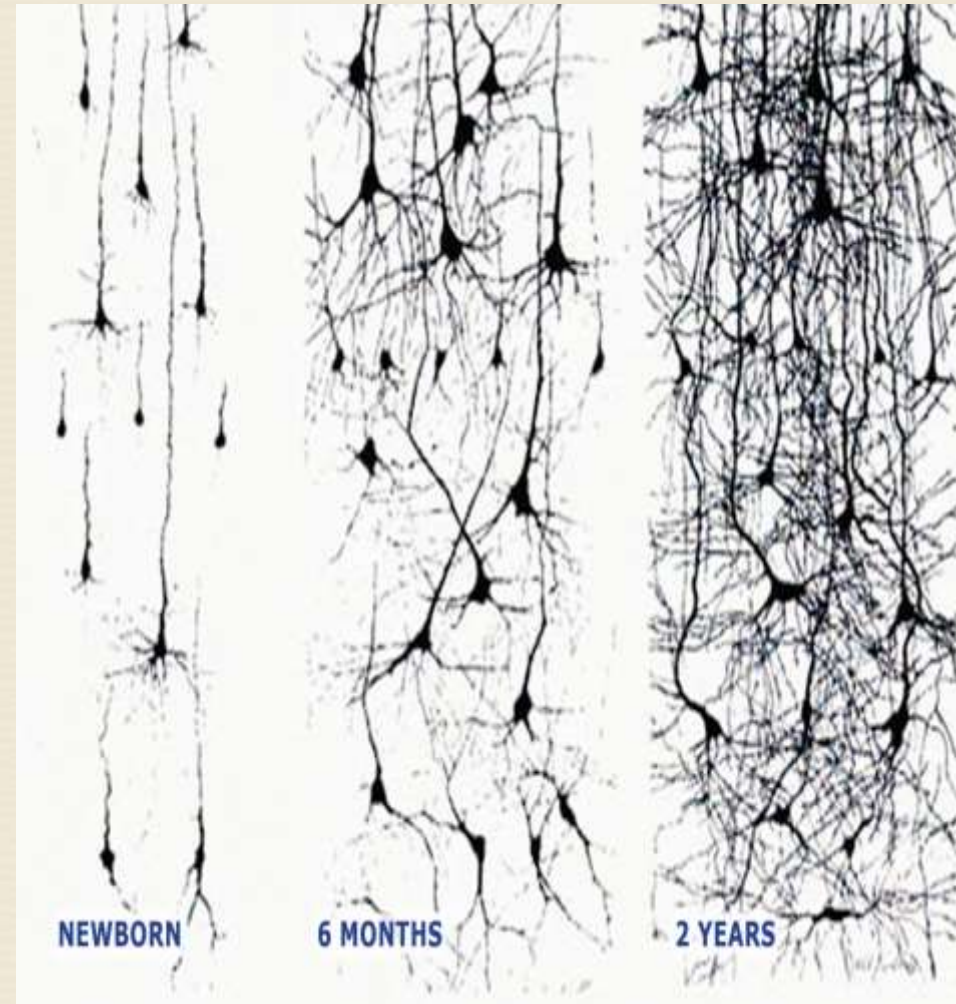
Brain architecture and developing abilities are built “from the bottom up” via simple circuits and skills which provide the scaffolding for more advanced circuits and skills over time.

AAP EBCD Initiative:
“Building Brains, Forging Futures”
It's all about nurturing relationships.

<http://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/EBCD/Pages/default.aspx>

Brain Development

- In first 1000 days, 700 new neural connections are established every second
- Interactive influences of genes and environment shape the architecture of the brain
- The **active ingredient** is the “**serve and return**” nature of children’s engagement in relationships with their parents and other caregivers in their family or community.



Reach Out and Read: Parent/Child Relationships

“Given the explosion of knowledge emerging at the intersection of neuroscience, genetics and developmental psychology about the essential role of early caregiver–child relationships on lifelong health, it is time to add a fourth vital sign– relationships.” (Claudia Gold, 2012)



We should be **assessing** and **promoting** the social–emotional component of child/family health at each visit.

Parenting Tip



Parent/Child Relationships:

The impacts of shared reading

- Positive regard and warmth
- Responding to child's signals
- Supporting child's focus of interest
- Lack of harsh discipline, lack of negativity, anger, rejection



Parent/Child Relationships:

The impact of shared reading

One mother's parenting skills were not well developed, and I discussed some things that should be happening... When I discussed daily reading to her children, she said "now that is something I can do."

–Reach Out and Read Provider (2013 Medical Consultant Survey)

A mother was having difficulty with sibling rivalry, and was able to improve relationships among her children by focusing on books rather than behaviors.

–Reach Out and Read Provider (2013 Medical Consultant Survey)

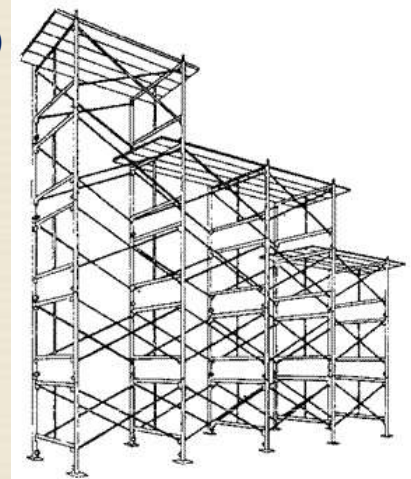
I know her mother does use the book as a calming tool just before bed...sometimes I stay in the bed for the story, too.

–Reach Out and Read Father (2008 Provider Training Video Clip)

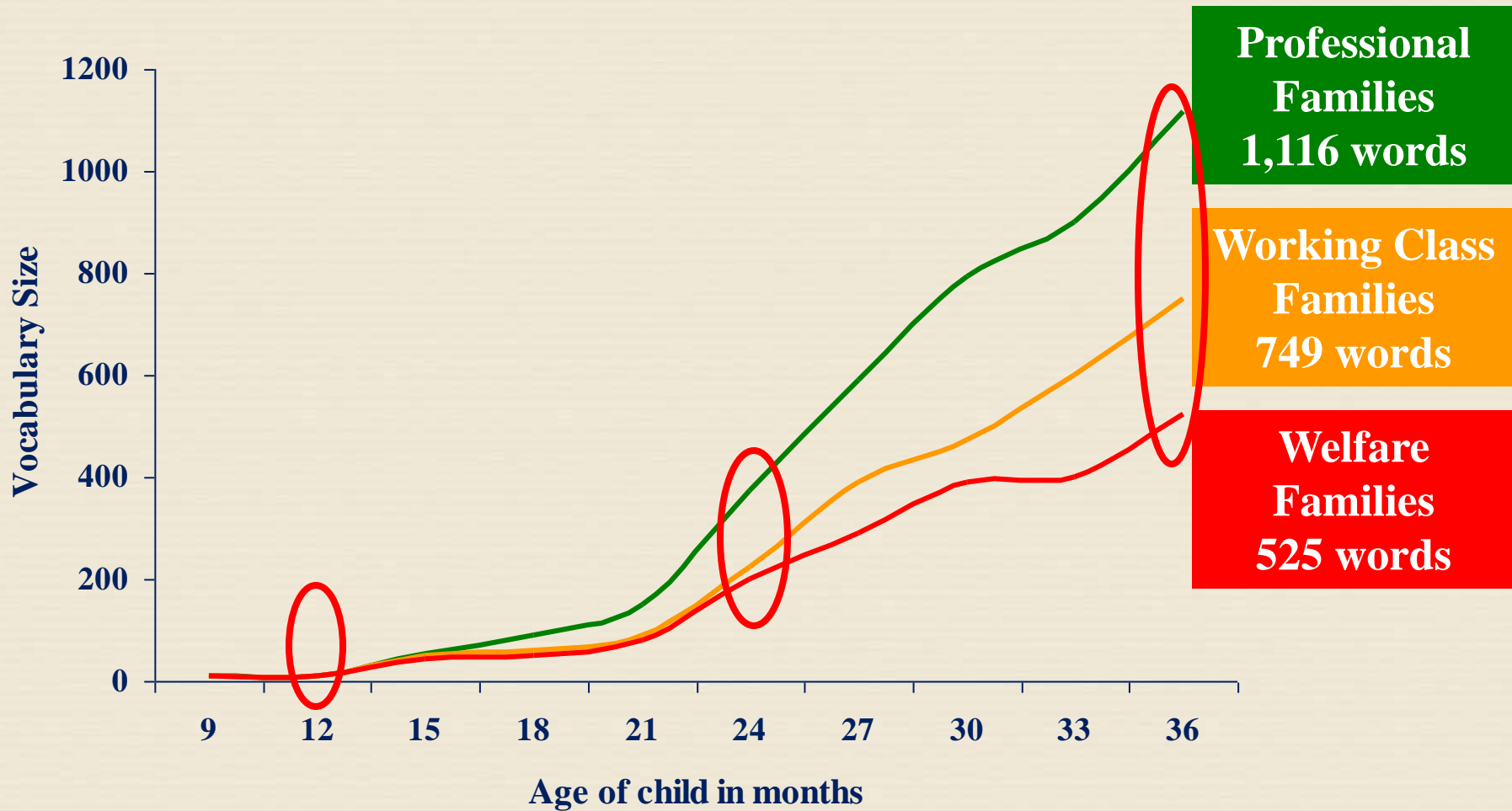
Cognitive/Language Development:

The impact of shared reading

- Age-appropriate cognitive stimulation
- Verbal scaffolding (Vygotsky, 1978; Snow, 1977)
 - structuring tasks to account for child's abilities
- Providing rich language input (Weizman, 2001)
- Verbal responsiveness (Hart and Risley, 1994)
 - “serve and return”
 - Dialogic reading



Poverty and the Brain: Disparities in Early Vocabulary Growth





School Readiness:

Shared reading and school success

- **Book sharing** is *the key* to early literacy!
 - **Fewer than half (48%)** of young children in the United States are read to daily.
 - Minority and low-income children are less likely to be read to every day than their non-minority and higher income peers.
 - **35%** of U.S. children enter kindergarten unprepared to learn, most lacking the language skills that are the prerequisites of literacy acquisition
 - **One in 6** children who are not reading proficiently in third grade do not graduate from high school on time, a rate four times greater than that for proficient readers
 - Once children start school, difficulty with reading contributes to school failure, which can increase the risk of absenteeism, leaving school, juvenile delinquency, substance abuse, and teenage pregnancy – all of which can perpetuate the cycles of poverty and dependency.

School Readiness:

The impact of shared reading

- **Reading** is *the* fundamental skill needed for learning!
- Shared Reading helps promote Early Literacy Milestones:
 - Phonologic awareness
 - Alphabet awareness
 - Vocabulary
 - Print awareness
 - Print Motivation
 - Narrative skills



Reach Out and Read: 14 peer-reviewed studies

- Children have higher expressive/receptive **language scores** (Mendelsohn et al., *Pediatrics*, High, et al., *Pediatrics*)
- Increases **literacy orientation** (Sharif et al., *Journal of the National Medical Association*)
- Increases **# of books** in homes (Silverstein et al., *Pediatrics*)
- Improves parental/child **attitudes and practices including being read to more often** (Sharif et al., *Journal of the National Medical Association*, High et al., *Pediatrics*, Needleman et al., *Ambulatory Pediatrics*, Weitzman et al., *Pediatrics*)

For the Provider: **Tools of the trade**

- Relational Surveillance Tool
- Developmental Surveillance Tool
- Anticipatory Guidance Tool




Reach Out and Read in Practice

- 6 month visit with “Larry”:
<https://www.youtube.com/watch?v=QEIKz8Yctwk>
 - Provider gave child a book at the beginning of the visit
 - Provider observed child/book interaction (*developmental assessment*)
 - Provider observed child/parent interaction (*relational assessment*)
 - Provider discussed importance of shared reading and *offered guidance*
 - Literacy-rich environment



Books in practice: Literacy-based clinic discussions

- Developmental milestones
- Bedtime routines
- Sibling interaction/rivalry issues
- TV time
- Stress at home
- Adult literacy issues

 MILESTONES OF EARLY LITERACY DEVELOPMENT Babies learn best from caring adults. From birth, it's important for parents to notice and respond to what interests their child. Reading aloud and talking together every day creates secure relationships and a strong foundation for learning. Books should be part of every family's naptime, playtime, and bedtime routines.					
	6 TO 12 MONTHS	12 TO 24 MONTHS	2 TO 3 YEARS	3 TO 4 YEARS	4 TO 5 YEARS
 MOTOR DEVELOPMENT What your child is doing	holds head steady sits in lap without support grasps book, puts in mouth drags, thrusts book	holds and walks with book no longer puts book in mouth right away turns board book pages	turns to turn paper pages, 2 to 3 pages at a time starts to outline	turns pages one at a time, and from left to right sits still for longer stories scribbles and draws	starts to copy letters and numbers sits still for even longer stories
 COMMUNICATION AND COGNITION What your child is saying and learning	cries, babbles, coos likes and wants your voice likes pictures of baby faces begins to say "mama," "dada," "ba" responds to own name puts pictures in shape sorter	says single words, then 2- to 4-word phrases gives book to adult to read points at pictures turns book right side up names pictures, follows simple stories	says 2-4 new words per day names familiar objects likes the same book again and again completes sentences and rhymes in familiar stories	recites whole phrases from books names toward better recognition begins to detect rhyme attempts to read to dolls and stuffed animals	can listen longer recognizes numbers, letters can retell familiar stories can make rhymes learning letter names and sounds
 ANTI-BIAS/ DIVERSITY What your child can do	talks back and forth with your baby; makes eye contact cuddles, sings, talks, play, read point at and name things: mama, dada, baby, dog... follow baby's cues for "more" or "stop" play games such as "peek-a-boo" or "pat-a-cake"	cries and answers when your child speaks or points let your child help turn the pages, keep naming things use books to finish routines: naptime, playtime, bedtime, on the potty, in the car, etc. use books to calm or distract your child while waiting	ask "Where's the pig?" or "What's that?" be willing to read the same book again and again as you read, talk about the pictures keep using books to daily routines	ask "What happens next?" in familiar stories point out words, numbers point out words and pictures that begin with the same sound together, make up stories about the pictures	reads the story to your child's pet or stuffed animal let your child use you read ask your child to tell the story encourage writing, drawing point out the letters in your child's name
 WHAT TO READ	board and cloth books; books with baby faces; nursery rhymes	board books; rhyming books; picture books; books that name things	rhyming books; picture books that tell stories; search and find books	picture books that tell longer stories; counting and alphabet books	story books and legends; books with longer stories; fewer pictures



Let's not forget...

- Reach out and read builds rapport with families
- Reach Out and Read relaxes children
- Reach Out and Read energizes providers
- It's fun! (Way better than vaccines!)



where great stories begin[™]

**READING WITH
YOUR ONE-YEAR-OLD**

12 TO 24 MONTHS

**READ AND TALK
TOGETHER EVERY DAY**

Read together at naptime, playtime, and bedtime.

Point to the pictures and say what they are.

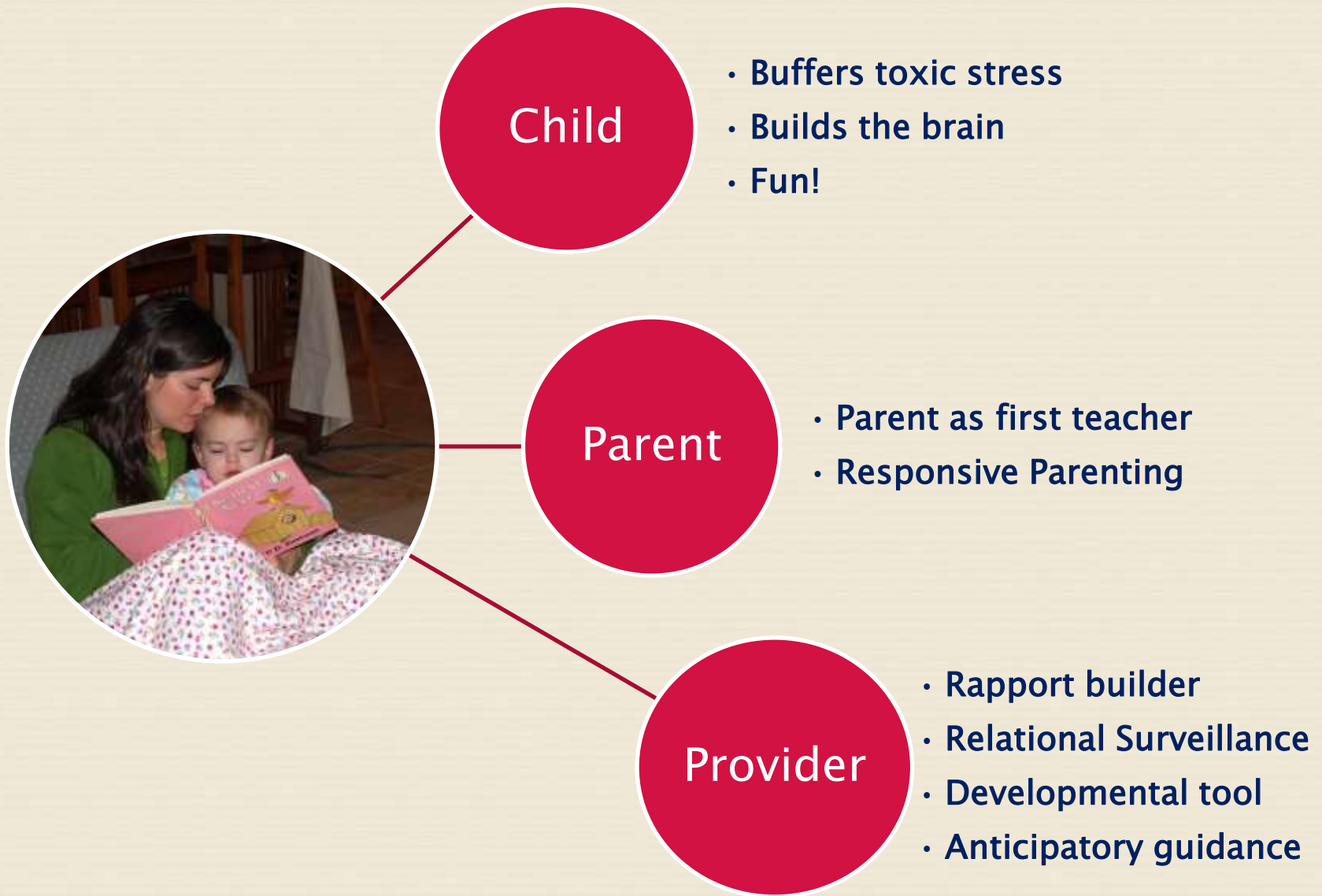
Young children like nursery rhymes and picture books with few words.

**READ TO
YOUR CHILD
20 MINUTES
EVERY DAY**

REACHOUTANDREAD.ORG

©2013 Reach Out and Read, Inc. All rights reserved. Printed in the U.S.A. ODY_R0M002_0101

Who benefits from Reach Out and Read?



Society Benefits!

Early Language and Literacy Skills



Kindergarten readiness



3rd grade Reading Proficiency



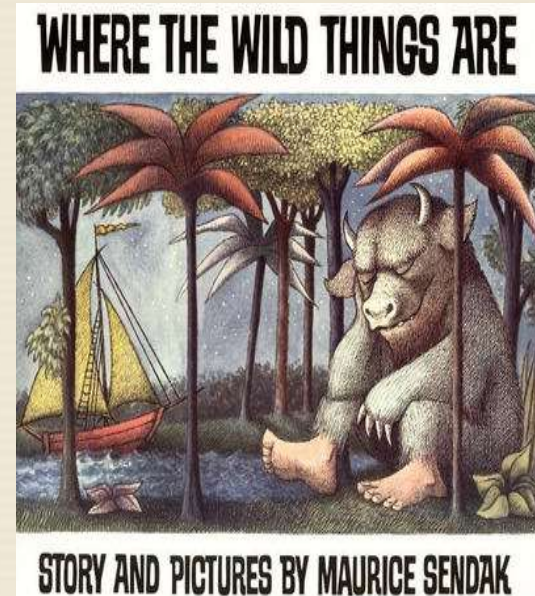
Graduation from High School



Path to success in school and life

What makes a good book?

- “A young picture book must be **MEANT** to be read aloud—full of delicious words and phrases that will roll off the tongue and beg to be repeated by the young listener.
- Repetition, alliteration, rhyme, and animal sounds might all contribute.
- Best of all, if the book speaks, in some way, to the littlest reader’s experience, it will be a favorite!”



A Light in the Attic: **Books Build Brighter Brains**

HUG O' WAR

I will not play at tug o' war.
I'd rather play at hug o' war,
Where everyone hugs
Instead of tugs.
Where everyone giggles
And rolls on the rug,
Where everyone kisses,
And everyone grins,
And everyone cuddles,
And everyone wins.



Thank you!

Time for questions!

Reach
Out and
Read®



Amy Shriver, MD
Reach Out and Read Iowa
amy@reachooutandreadiowa.org

